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TRANSMITTAL SLIP	DATE
TO: DDA SUBJECT	
ROOM NO.	BUILDING
REMARKS:	
FROM:	
ROOM NO.	BUILDING / EXTENSION

FORM NO. 1 FEB 56 241 REPLACES FORM 36-8 WHICH MAY BE USED. (47)

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DDA SUBJECT FILE COPY

ROUTING AND RECORD SHEET

SUBJECT: (Optional)

DD/A REGISTRY
FILE: 1-8

FROM:
Chairman, Excellence Task Force
7D24 Headquarters

EXTENSION

NO.

DATE
13 January 1986

TO: (Officer designation, room number, and building)	DATE RECEIVED	DATE FORWARDED	OFFICER'S INITIALS	COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)
TASK FORCE MEMBERS:				
1. 2C42 HEADQUARTERS				A recent retiree, of OMS, offered the attached package for consideration by the DCI. It has been reviewed by the Executive Director and the DDCI. As you will see, Jim sent a note of acknowledgement and suggested to the DCI/DDCI that our group review the package. Please take a look at this along the lines that the Executive Director has suggested and then let's meet in my office on Wednesday, 15 January, at [illegible] hrs to discuss our recommendations and suggestions for the DCI. If this meeting date is not satisfactory, please call me Thank-you.
2. 7D19 HEADQUARTERS				
3. DDI REPRESENTATIVE - EXCELLENCE TASK FORCE				
4. 7D10 HEADQUARTERS				
5. 6E60 HEADQUARTERS				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

Attachment

FORM 1-79 610 USE PREVIOUS EDITIONS

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21 January 1986
DDA 86-114

MEMORANDUM FOR: Executive Secretary

FROM: Chairman, Excellence Task Force

STAT SUBJECT: [redacted] "Model for Excellence"

REFERENCE: Memo from ES to Chairman, Excellence Task Force, dated 10 January 1986, Subject: A Recommendation: "Model for Excellence"

1. The Excellence Task Force met on 15 January 1986 to discuss
STAT [redacted]'s Model for Excellence. They felt that the accomplishment information provided was impressive and the multi-source excellence information he selected for his model clearly shows that his accomplishments are the result of thoughtful leadership.

STAT 2. The excellence model [redacted] has constructed is based on a small subset of available literature on management, creativity, planning, and other aspects of his model. The Agency makes every effort to expose its managers to a wide variety of information and ideas from which they can select that which is most appropriate to their own personalities and to their components.
STAT We have sent [redacted] paper to [redacted] Chief, Leadership Development Division/OTE for his review to ensure that all important points are covered in Agency training courses and management seminars.

STAT 3. The Excellence Task Force requests that the Executive Director thank
STAT [redacted] on our behalf and let him know that individual efforts like his are fundamental to achieving excellence as an organization. We appreciated the opportunity to read his paper.

STAT [redacted]

cc: Excellence Task Force Members
STAT [redacted]
- DCI
- DDI
- DDO
- DDS&T

ADMINISTRATIVE - INTERNAL USE ONLY

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Executive Registry
85- 5028/1

Central Intelligence Agency
Washington, D.C. 20505

26 Dec [illegible]

Executive Director

STAT NOTE FOR: [redacted]
C/R&SD/OMS

SUBJECT : Your Model for Excellence

Dear Bill,

Just a note to let you know that we are sending your package on excellence to the DCI with a note suggesting that he turn it over to his "Excellence" Task Force to see how it might best be applied.

Please accept my thanks for your thoughtfulness in preparing the model, and a pat on the back to all your colleagues who personified the model over the past three years.

Best of luck to you in your retirement.

STAT [redacted]

DCI
EXEC
REG

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S6- 0098

10 January 1986

STAT MEMORANDUM FOR: [redacted]
Chairman, Excellence Task Force

FROM: Executive Secretary

SUBJECT: A Recommendation: "Model for Excellence"

STAT A recent retiree, [redacted] of OMS, offered the attached package for consideration by the DCI. It has been reviewed by the EXDIR
STAT and the DDCI. As you will see, Jim sent [redacted] a note of acknowledgement and suggested to the DCI/DDCI that your group review it.

Please take a look at this along the lines that Jim has suggested and return it, along with your recommendations and/or suggestions, to the DCI.

STAT [redacted]

Attachment:
As stated

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20 December 1985

MEMORANDUM FOR: Director of Central Intelligence

STAT FROM: [redacted]
Chief, Registrar & Support Division,
Office of Medical Services, DDA

SUBJECT: Model for Excellence

You have demonstrated your commitment to excellence and have invited employees to directly communicate with you on the subject. Even so, I would ordinarily still opt to address you through channels (no surprise to line command). However, since both my boss, Dr. Ingram, and his boss, Mr. Fitzwater, are busy now clearing their desks for retirement, I am accepting your invitation to correspond directly.

Accompanying this memorandum is a Letter of Appreciation to the employees of the Registrar & Support Division, OMS and a Guideline. The guide is a basic model for excellence. The letter demonstrates that the model works. I make no claim on the successes of either. The guide is a distillation of bits, pieces and chunks of information gathered over several years, written in draft only (until now) and used as a referent from time to time. The accomplishments of the people are their own.

Actually, the performance of the people is not excellent - and they know it. They know that excellence, like spiritual perfection, is something sought but rarely attained. The guide is not a map to be followed. But rather, it is a collection of congruent ideas to be presented as counsel, when needed and in the appropriate form for the situation.

Read the package, you'll get the drift. Then, I ask you, drop in for about an hour for an unannounced shirt sleeves visit with the people (it'll probably scare the hell out of them). No one in the division will make a claim of excellence; more likely they will express frustration. Yet, I think you will get the sense that the spirit, the effort and the becoming of excellence that you seek for the Agency is happening in the Office of Medical Services.

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The front door to the Registrar & Support Division is at the
STAT OMS reception desk. The acting chief will be [redacted]
STAT [redacted] Your visit will boost the people more than would any
citation and you will feel rewarded.

STAT [redacted]

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6 December 1985

MEMORANDUM FOR: All Employees, Registrar & Support Division, OMS

STAT FROM: [redacted]
Chief, Registrar & Support Division

SUBJECT: Letter of Appreciation

On 3 January 1986, I shall pass the flag to abler hands - I will retire. I want to thank you. So that you might know how deep felt my thanks is, let me recount the previous 3 years:

In June 1982 the Plans & Support Staff, OMS and the Registrar Services Staff, OMS were merged, becoming the Registrar & Support Division. Included in this reorganization was the Medical Systems Analyst and her two part-time clerical assistants. The MSA's office was isolated from the rest of the division, including her assistants, who literally did not have desks (on a space available basis they borrowed and shared one desk in the Clinical Activities Division). The Support Branch and the Registar Branch were, like bookends, on either side of the Field Operations Division.

Ordinarily, in reorganization a component focuses inwardly. Missions and functions must be realigned and resources of all kinds; time, space, people, material, money, are reallocated. This was not the case in R&SD. The purpose in organizing the division was to provide the Director of Medical Services with a tool for enhancing the accomplishment of OMS' missions and functions and for embarking on new goals and objectives - R&SD would have to take care of itself after the needs of OMS were served.

So, from ground zero; no start-up time, cramped and physically dislocated, understaffed, and no preallocation of materials or money, what have we accomplished these past three years?

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FY 83

STAT

2. Expedited Summer Fellow applicant clinical and psychiatric screening.

3. Contributed to DDA Emergency Action Plan.

4. Contributed to further refinements of Agency applicant/CT processing.

5. Second year best DDA record for position and FTE management.

6. Logistical support to CA/TF:

a. Handled 30 requisitions for replenishment of stock averaging $60,000 per month

b. Coordinated supply cables May - September 1983

c. Edited, verified and provided acceptable supply substitutes.

7. Completed space renovation of FOD and R&SD.

8. Provided support to PSD renovation resulting in nine additional offices and testing rooms.

STAT

11. Consolidated FAN Accounts resulting in less confusion and more meaningful trend reports.

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12. Procured Wang Alliance System, new Holter, EKG, Eye, Audio and Hematology systems.

13. Coordinated change in WAE physical examination schedules.

14. Assumed administrative responsibility for Agency Exercise Program.

15. Automation and information management functions consolidated within R&SD as Information Management Branch is established (Oct 1983); functions and objectives of branch defined.

16. OMS Interface with the Agency's Human Resources System implemented.

17. Wang Alliance Office Automation System introduced and effectively utilized; OMS system administrators cited for their outstanding performance in bringing up and maintaining the system.

18. OMS invited to participate in the Release 1 testing and utilization of the Personnel Resources Information Management System (PRIM), giving us on-line access to the Official personnel files for OMS.

19. OMS selected to act as a "showcase" to the Agency displaying the effective use of automation tools, based upon its present situation and plans for the immediate future.

FY 84

STAT

1. Provide support for move of Ames facility [redacted] Building, completion and renovations at C of C Building,

STAT

established nurses' stations at Ames [redacted] Buildings, and supported CAD in their renovations of office, gym and laboratory spaces.

STAT

[redacted]

3. Modular furniture installed in IMB allowing us to locate four people in a space which previously would only accommodate two.

4. Assisted in the management of OMS resources to keep functional activities on line while concurrently meeting multiple Agency surge requirements.

5. Participated in obtaining GSM pay raise, indemnity clause for Independent Contractors and attainment of recruitment EOD goals for CTP (through June 1984).

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6. Issued OMS Emergency Manuals to components.

7. Through PMCD survey, assisted in accomplishing goal of attaining position and grade structures that reflect the diversity of skills and broad-based knowledge required of OMS personnel; thus providing our employees with realistic career ladders which offer incentive to grow.

8. Surveyed functional and records keeping procedures and resource needs of SPD and PSD for D/MS.

9. Assisted in FTE/Position factoring project which provides OMS with clerical, MSO, MD and RN personnel resources to meet most all contingencies.

10. Backlog of medical records archiving largely eliminated and Summer Only medical records integrated with sponsor files.

11. Operation Uplift, Phase I, completed - an automated system in support of medical chart handling and patient scheduling designed to replace labor intensive procedures with computer technology.

12. Office automation equipment and software enhanced; Wang/VM/AIM interface established; library integrity insured; conference room calendar established.

13. Varian minicomputer phased out completely.

14. MEDSIGN enhanced to add easy query capability for users.

15. Diagnosis project built on existing patterns of illness database in RAMIS.

16. Laboratory and Nursing supplies entered on Wang for monitoring and reordering.

17. All laboratory devices with communications microprocessors connected to Delta Data's through switch boxes.

18. ADP equipment - interactive terminals, personal computers, communicating graphics devices, laser printer ordered in support of FY 85 goals.

FY 85

1. Increased supply and POV imprest funds thus providing more flexibility in handling surge requirements such as the purchase of equipment and accomplishing minor renovations and repairs.

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2. Contracted with wholesale drug companies to buy direct via telephone which expedites drug and medical supply purchases and eliminates paperwork.

3. Secured equipment, supplies and provided minor renovation to Ames Building in support of clerical applicant screening.

STAT

5. Fileroom area reconfigured with ergonomic system furniture and new partitions, making private interview room for the MRO, space for IPS away from traffic flow and more workstations for personnel.

6. Began using computerized shelf list for archiving medical records.

STAT 7. Instituted liaison between the main fileroom and fileroom for coordination of chart handling procedures; set up procedures on AIM for chart requests.

8. OUT cards for the fileroom charts automatically generated, replacing manual entry.

9. Procedures for online logging of 259's installed and implemented, eliminating the need for hand counting.

10. Made the cross-reference of IDs (name, SSN, medical chart number) available to those who need to know in OMS.

11. Installed and implemented telecommunications links from American Medical Laboratories to the OMS labs at headquarters and

STAT for the automatic transmission of blood analysis reports.

12. Acquired personal computers (10 IBM and 1 Wang) to expand computing capabilities and to support optical mark readers, laboratory microprocessors and external data base access; PC Administrator appointed to coordinate PC activities and assist users.

13. Installed and implemented the GTE Medical Information Network (MINET) for access via computer to up-to-date clinical and drug information and for training through Continuing Medical Education program.

14. Productivity data base design completed and set up on NOMAD; screen formats for the individual contributing components nearing completion.

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15. In a joint effort with OIT, initiated long-range plans for project MIDAS, a medical information knowledge base using artificial intelligence that will serve as an expert system to assist physicians, to interact with patients, and eventually to serve field offices in real-time mode.

16. Completed a NOMAD data base for the Employee Assistance Program.

17. Provided every research and assessment psychologist with an interactive terminal, thus expediting recruitment processing.

18. Installed a dedicated graphics terminal and pen plotter on the VM Interactive system, providing a visual dimension to analysis of our data bases; appointed a graphics specialist to assist users.

19. Began publication of the IMB Newsletter, designed to help the novice terminal user in OMS with problems, provide helpful hints and interpret systems news; continued publication of the Wang Newsletter.

Remarkable. The R&SD, when fully staffed (and we never have been), has a total work force of 28 employees (20 full-time and 8 part-time) comprised of administrative, support, budget and finance, logistics and medical requirements officers, systems development analysts, programmers, computer technicians, personnel and administrative assistants and clericals. Think about it, this mere handful of people has not only met its mission and functions obligations but has also played an important role in enabling OMS to meet all its missions and functions. Furthermore, this division has lent direct support to other offices of the DDA and the DDS&T and DDO directorates.

In order to achieve these many accomplishments it required loyalty, hardwork, a willingness to sacrifice, and to give the extra effort when resources were pulled away from you. This was required of everyone of you; no room for slackers. You gave willingly, uncomplainingly and voluntarily. Neither your supervisors, branch chiefs, nor I can take full credit for motivating you to such superior performance. Such motivation comes from inside you; belief in yourself and in what you are doing.

For the coming years all three branches, each of you, have made plans to meet the new challenges and to attain new goal objectives for the office. It will be an exciting time going into the 21st century. I know you will do well.

Thank you all,

STAT

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EXCELLENCE GUIDELINES

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Search for Excellence

When today's organization undertakes the search for excellence it is pursuing the age old goal of achieving high morale, status and motivation. However morale, status and motivation are not really tangible things. We say that the esprit de corps of a military unit is very high; so is that of a terrorist group. The status of a religious leader is very high; so is that of an underworld chieftain in his organization.

Morale and status are by-products of our total environment and how we react to and are seen by ourselves and others in that environment. Motivation is belief in what we are doing. The deeper the belief, the stronger the commitment. Commitment nurtures enthusiasm, energy and will. This kind of activity promotes achievement and success; hence status. Achievement and success lead to motivation. Thus, excellence.

Employee Excellence: A job provides full motivational value to the organization when it satisfies all relevant needs which may be present in the person performing it. A balanced job blends all levels of need so that managers may maintain a perspective on group productivity and individual fulfillment.

To accomplish this balance, a voluntary interaction of people at all levels needs to be created. The natural by-products derived from this action are high morale, status and motivation, ie, excellence.

Those who participate in designing these concepts must have an awareness of real needs and conditions, knowledge of the organization and management, and most importantly, freedom of thought. The best results occur when all occupational endeavors and personnel needs, (physical, security, social, esteem and self-fulfillment) are also congruent with employee personal, familial, social, occupational and spiritual philosophy. (figure 1)

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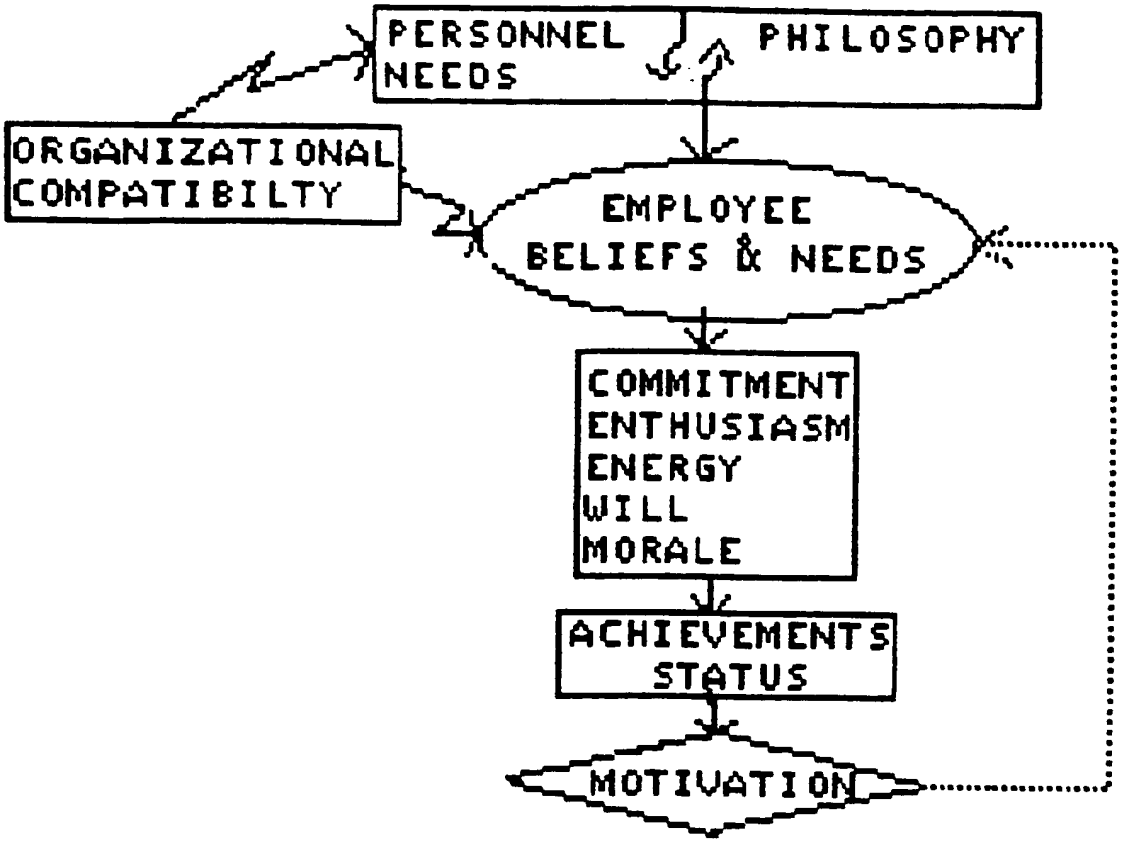

Figure 1

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Organizational Excellence: An organization and those people within it who believe in their occupational endeavor plan toward a kind of "continual becoming" rather than a final goal. The organization and its people must continually change if the organization is to survive over time.

Past IBM president Tom Watson, Jr. said, "The basic philosophy, spirit and drive of an organization have far more to do with its relative achievements than do technological or economic resources, organizational structure, innovation and timing. Three basics paramount to an organization's beliefs should be: respect for the individual, the best customer service possible and excellence in the pursuit of goals."

Each of us in stating our objectives learns to specify only the "what" and "when"; to avoid the "why" and "how". That is as it should be, provided we have an understanding of the organization's philosophy prior to setting our objectives and goals; ie, what it is we as an organization believe and what is the basis for that belief? Once a mutually agreeable philosophy is reached we then have a plan against which to weigh our goals and objectives - "why" we have set these goals and "how" will they contribute to the fulfillment of the organization's ideals.

For the organization to succeed, managers must insure that ethical standards are well defined and that employee work is systematically judged against these standards. Along with this, managers are required to be alert for and anticipate problems and put themselves in a position to cope with the problems when they become real. They do not confine themselves to tactics and strategy alone but must continually evaluate organizational capabilities and intentions.

It is clear that ethical standards must apply evenly and with no exceptions, that these standards take precedence. The fact that everyone knows the rules is a great discipline. It makes managing more effective and it helps avoid legal difficulties.

While we all should be aware of the major issues involved and the specific choices to be made, an ethical code is the concern of the chief executive - the ideas might come from below, but the responsibility comes from the top.

The ultimate value of any management research an organization undertakes lies in the production of information that enables people to believe in change. The idea of change enables people to plan toward a continual becoming - this attitude evokes a maintaining interest to learn (figure 2).

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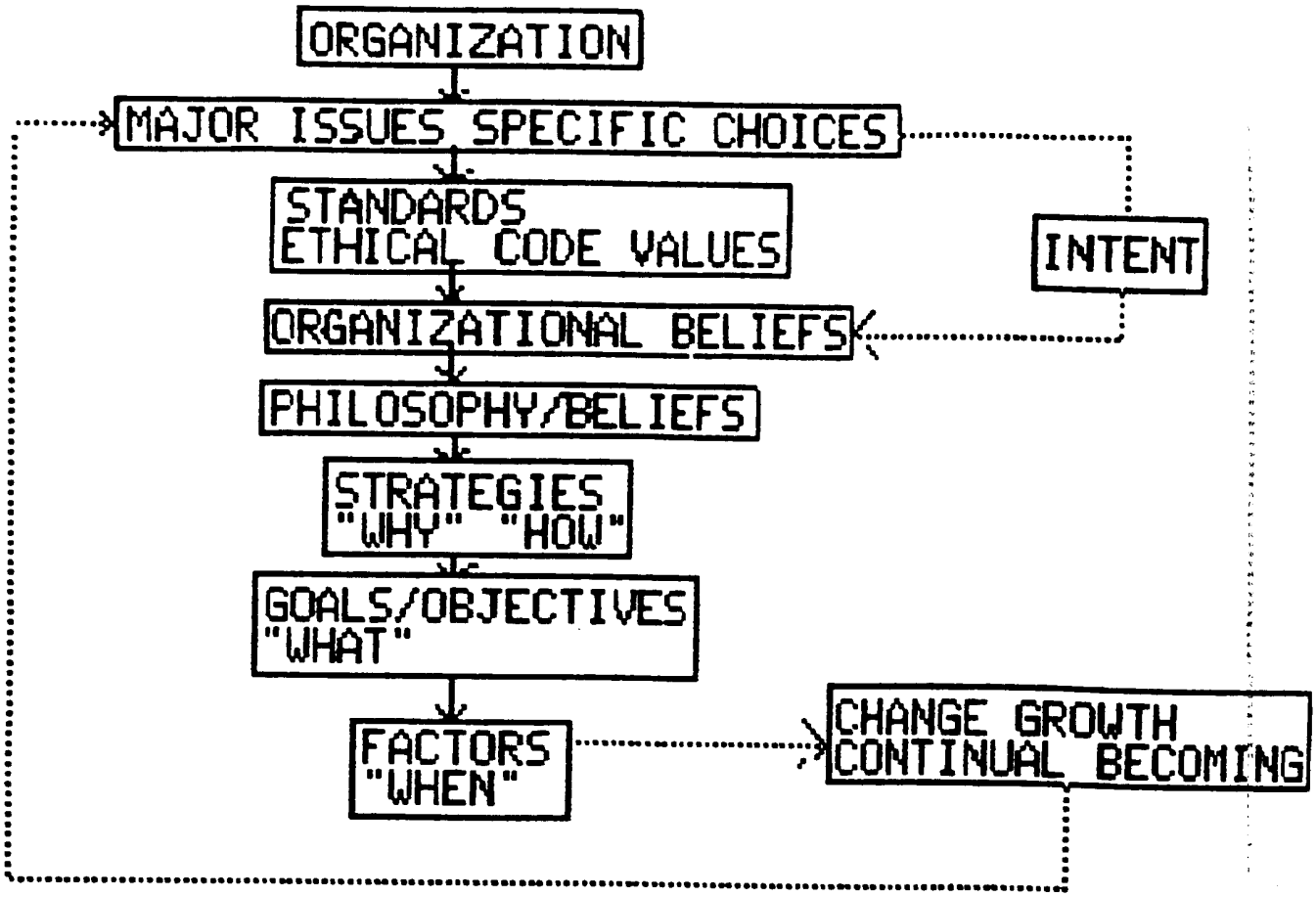

Figure 2

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Employee and Organizational Excellence: Well defined personal and organizational ideals makes it less difficult to understand and achieve the objectives we have chosen for ourselves and those that are directed by the organization. This understanding leads to a kind of interest that promotes positive attitudes, evokes enthusiasm and encourages the motivation that propels people toward voluntary action.

An unending cycle of support is formed, a mutual bond that identifies compatible needs and beliefs which lend themselves to the accomplishment of goals that fulfill both employee and organizational expectations. Hence the organization's and the employee's joint success promote the motivation for the continued growth of both (figure 3).

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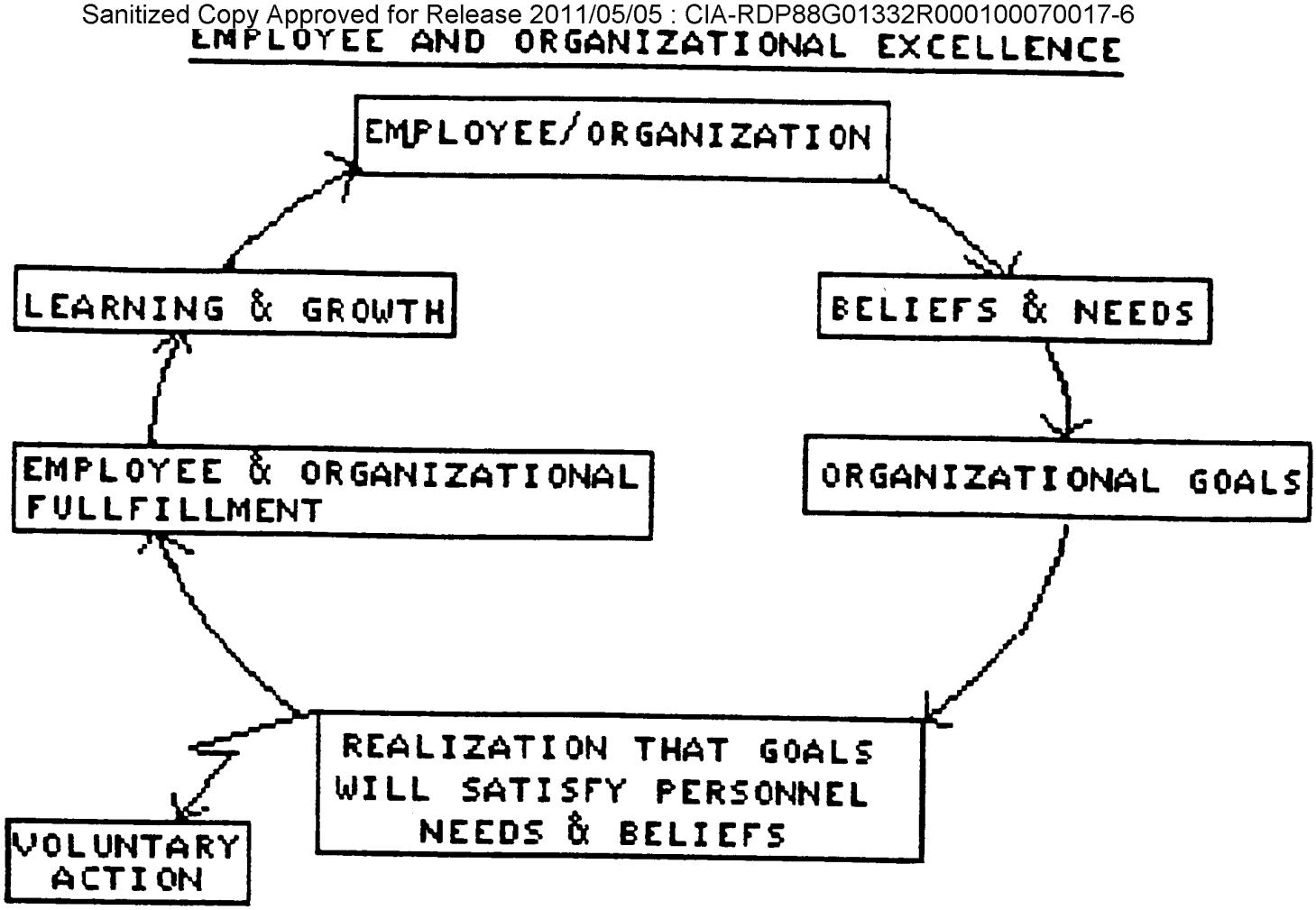

Figure 3

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Misoneism

Improvement changes are an ongoing goal in most organizations. However, the aspect of change is often met with resistance by the personnel of the organization. Offices may even join forces to resist change. To consider change is perceived by some as an admission of having operated inefficiently.

Managers may have apprehensions of losing control. They fear that change will reduce their managerial prerogatives and the organization will not provide adequate support or resources once old ways are given up. Indeed, the acceptance of new concepts can change carefully built networks and territorial parameters.

Thus, executive management must oversee change to insure that the results reflect the best interests of the whole organization. Those who participate in the design of change must be free to do so without the pressures of line-parochialism. They must have an awareness of field needs and conditions and conceptional knowledge of the organizations objectives. Ideally they will possess qualities of leadership, education, creativity, initiative, skepticism, political aptitude, ability to synthesize and stamina.

Voluntary Participation

Free voluntary participation is both the root of necessity and a most distinctive characteristic of excellent organizations. Guidelines for effecting volunteerism are:

1. See to it that personnel have a meaningful role in policy making and implementation; that they have a piece of the action.

2. Realize that there are many people who will not be interested in some particular activities. To attempt to involve them may be patronizing, painful or seem quite trivial from their perspective.

3. Personnel need to feel a sense of fellowship and personal belonging if they are to do their best work toward the organizations goals. Contact and appreciation from valued fellow members encourages and renews their efforts and gives them something to fall back on when their efforts go poorly.

4. Public recognition can often make people more productive for a long while. To be convinced, people inside and outside the organization need to hear about its successes in the mass media.

5. The aspects of the organization that performs a moral, civic and social service that contributes to human betterment should be emphasized; but it should not be overplayed. Enlightened self interest is a powerful motivator.

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6. Point to real past successes and goals accomplished. Indicate realistic future expectations, given redoubled effort by present personnel. Stress how each member counts and how overall effectiveness depends on the individual. Try to develop positive attitudes toward the whole organization (or toward what it might become).

7. For inactive or apathetic people, lead them step by step through simple token tasks that can be accomplished easily to more lengthy complex tasks.

8. Special orientation or education programs that describe the history, past achievements and future goals develops commitment to organizational goals and aims.

9. Boring or otherwise negative aspects of organizational activity or roles should not be downplayed.

10. Characteristics to be fostered are:

a. Extraversion; an open, friendly, easy approach to other people.

b. Self-confidence and good psychic adjustment.

c. Willingness to take charge.

d. A desire to achieve.

e. Flexibility and adaptability.

f. A sense of morality and justice.

11. Change and loosen any requirements that are not essential to organizational goals. Requirements may be largely a product of historical incidents and not really relevant to needs, goals and environment today. So long as the organization has a clearly defined objective set of goals to accomplish, and is actually trying to do so, there is little risk of loss with minimal requirements.

12. Insist that all personnel play an active role or drop out.

13. Structure the benefits and rewards so that the rewards of all kinds (tangible and intangible) accrue to the hard workers.

14. Avoid becoming over formalized. Formal bureaucratic structure should not be any more elaborate than required for efficiency of operations.

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15. Build an effective evaluation system into all organizational systems. No organization operates at top efficiency and effectiveness over long periods of time. Not every program that worked elsewhere or worked formerly will continue to work well. Virtually all programs could be better if their members and leaders really wanted to be.

Future Trends

The future points to a continuing outward spiral of technological growth, a greater demand for specialized skills, and a continuing lack of resources of all kinds. Correspondingly, the demand for more rapid response, the greater interaction among people, organizations, and nations requires the development of new concepts of policies, procedure, and control. To meet these requirements emphasis needs to be placed on the commitment of personnel, development of down the line voluntary participation, and a constant attention to effective evaluation, implementation, and feedback systems. Future trends that are likely to affect organizations are:

1. Increasing need for programs to respond more quickly to the current needs and priorities of people, the community and the world.

2. Increasing importance of devices for social navigation, problem solving diagnosis and experimentation will focus increasingly on the re-evaluation and innovate redesign of social systems in order to meet emergency, local, national and international needs and crises.

3. Experimentation with the use of telephones, satellite communication, cable TV, computer linkages, microwave, and laser communications will take the lead in developing advanced feedback systems which will become institutionalized as a part of the governments of nations and the world.

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4. More rapid turnover in personnel and more rapid changes in the membership of groups as a result of the increased mobility of the population will generate a sense of temporariness in social identities and affiliations. The activity of individuals will become even more spasmodic, cyclical and variable than present.

5. Great increases in ad hoc short term and problem focused groups, which will form, be active and quickly disband as the need or problem they addressed is dealt with and recedes in importance. Organizations must learn to adopt the taskforce and informal coalition style of attacking current needs and problems or they will lose much of their potential constituents to the more flexible temporary types of organizations.

6. Increased tendency for informal functional substitutes for organizations. Information services, computer terminal networks, informal collective activities, joint consumership (buying or not buying something) etc. - all will come to be important alternatives to the usual formal organization.

7. Expect the more active and effective forms of action to increasingly adopt various kinds of open system dynamic models of structure and operation in order to meet and deal with trends. Correspondingly, the old style hierarchical, mechanical, static, organization chart style of structure and operation will prove less effective.

8. Increasing spread of organizations, skills, and communication network skills from being a trade secret of the elite to being part of the common knowledge and practice of the great majority will mean more to participate, to communicate and to share ideas or plans with a variety of other people in other places through related collective forms.

9. Large increases in the number and variety of groups as average education levels, occupational specialization, and discretionary time increase, as industrial societies become post-industrial (service) societies, increasing average number of group memberships we will become more people who are known by our group affiliations rather than by our jobs, our socioeconomic status, our religion, or our ethnic (or national) identity.

10. Increasing challenges to the economic viability of a world of increasing competition for resources of all kinds. Changing patterns of organizations support, with government and business providing more support through buffer agencies. The role of businesses and governments in helping or hindering action through their fiscal, management and taxation policies will become increasingly a rational part of planning nationally and transnationally.

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11. More emphasis will be placed on the quality of human life and the need for broader vision of human welfare and the common good.

12. Partly in response to the foregoing, there will be a substantial increase in the number of intersect organizations, hybrid types of quasi-governmental and/or quasi-business organizations.

13. Mutual cooperation among organizations will increase significantly in the sharing of common buildings, equipment, maintenance services, accounting services, fringe benefits systems and related overhead expenses.

14. There will be a marked increase in new kinds of resource and technical support organizations, whose aims are to foster and facilitate the work of other organizations.

15. Increased rapidity of rotation of leadership among organizations in two different senses. First, as organizations administration becomes more professionalized and established as a recognized high level speciality of its own, leaders will feel increasingly free to move among positions in different organizations. Second, as temporary and flexible types of organizations become more prevalent there will be a speeding up of new organizations rising up to take over idealogical leadership from more established groups that have remained bureaucratic, stable, conservative, slow moving and lacking in organization.

16. There will be an increasing overlap among components of individual behavior, among one's job, one's citizen role, and one's participation in organizations. The personal values guiding individual behavior in each realm will have to be integrated and made congruent.

17. There will be stronger ties among related groups in different countries, between social science and action, knowledge and practice; a real two-way flow of information, ideas and problems between scholars and practitioners.

Change Management

The organization and the people within it must continually change if the organization is to survive over time. To manage change we must determine:

1. What must be done, why, and what are the priorities?

2. How must it be done, what are the program steps or plan of action required?

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3. When must it be done?

4. How much will it cost in total resources?

5. What will constitute satisfactory performance?

6. How much progress is being achieved, how is it being measured?

7. When and how will corrective action be taken?

Planning

Planning, Organizing, Staffing, Directing and Controlling are the functional management components for attaining goals and objectives. In the planning stage, the nature and scope of work to be done and the roles and missions are defined. A forecast of future requirements and goals is estimated. Once understood and agreed to the determination of results to be achieved can be made and a statement of objectives written.

The statement of objectives specifies a single key result to be accomplished. It specifies a target date and maximum cost factors. It is as specific and quantitative, hence measurable and verifiable, as possible. It emphasizes the what and when and avoids the why and how. The statement relates directly to the accountable person's roles and missions and to high level roles, missions and objectives. It is readily understandable, realistic and obtainable; but represents a significant challenge. The statement of objectives provides maximum payoff on the required investment in time and resources. It is consistent with the resources available or anticipated. It is consistent with policies and practices. And it is willingly agreed to by all concerned without undue pressure or coercion. The statement is kept in writing and periodically referred to by all concerned. To avoid sematic problems it is also communicated in face to face discussions.

In evaluating the objectives statement we must ask eight key questions:

1. Is the statement constructed properly? (action, key result, target date, cost)

2. Is it measurable and verifiable?

3. Does it relate directly to the individual's roles and missions and to high level roles, missions and objectives?

4. Can it be readily understood by those who must implement it?

5. Is the objective realistic and attainable?

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6. Will the result justify the expenditure of time and resources required to achieve it?

7. Is the objective consistent with basic policies and practices?

8. Can the accountability for final results be clearly established?

With the objective set, the next step in the planning process is programming; the plan of action, and scheduling; the establishment of time requirements for objectives and programs. These are followed by budgeting; the determination and assigning of the resources required to reach objectives; policy making, establishing roles, regulations, or predetermined decisions; and procedures, determination of consistent and systematic methods of handling work.

In program planning there are three questions:

1. What major steps are necessary to achieve the results identified in the objective?

2. What priorities should be assigned to each major step?

3. What are the detailed steps necessary to support the major steps which have been identified?

When addressing these questions there are several approaches that might be considered. Certain activities are sequential, they automatically fall in time. Others are of like effort, two or more steps may be linked together. Or, they may be end event, connected with other objectives. In decision tree programming, decisions on subsequent steps will be based on data accumulated at the conclusion of each intermediate step. Cost identification and manpower loading, the availability of human resources, must be considered. Steps that relate to the particular capability of an individual worker may have to be programmed out of sequence to fit the times he or she is available. The political influence, both internal and external, of key individuals cannot be overlooked as a possible factor in program considerations. Also, to be considered are special events such as open houses, meetings, etc.

After studying the program approaches situation and selecting the method, agreement and support must be gained. The plan can then be developed, tested and reviewed.

In evaluating the program steps there are again eight key questions:

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1. Will these steps collectively lead effectively and efficiently to the accomplishment of the objectives?

2. Is each program step well defined and clearly stated?

3. Does it avoid getting into detailed "how-to's" which should be determined by the person to whom assigned?

4. Is it clearly separate from other major steps?

5. Is it capable of being measured and verified?

6. Have priorities been clearly established?

7. Is it consistent with policies and practices?

8. Can the accountability for each step be delegated to a single individual?

Organizing: The second component of the management function is organizing. This is essentially a task of structuring and integrating. Grouping the work for effective production and establishing conditions for effective teamwork among organizational units.

Staffing: The staffing function is one of analyzing the work for personnel capabilities required. Identifying and appointing people to organizational positions and providing opportunities for people to increase their capabilities.

Directing: The leadership requirements of the management directing function are four fold:

1. Assigning individuals with job responsibilities or specific tasks.

2. Motivating people to perform in a desired manner.

3. Communicating an effective flow of ideas and information in all desired directions.

4. Coordinating the achievement of harmony of group effort toward the accomplishment of individual or group objectives.

Controlling: The main particles of the controlling stage are establishment of standards, measuring performance and taking corrective action. A gauge of successful performance in achieving objectives must be devised. The assessment of actual versus planned performance and bringing about of performance improvement toward objectives must be accomplished.

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The basic elements of the controlling factors are time, resources, quality and quantity; what is likely to go wrong, how and when will you know and what will you do?

Innovations we must consider in the establishment of understood and accepted performance standards are: A yardstick for determining the probability of reaching objectives. A means of measuring individual performance. Incentive for innovative approaches. Incentive for individual/organizational improvement. Means of self measurement and correction. The means for interpretation of performance. Means for making realistic forecasts for man/load purposes; for facility, equipment and material needs; for evaluating and making tradeoffs on objectives; for pricing purposes. Incentive and means for continuous and consistent re-evaluation of methods and results. A means for comparison with the performance of other organizations.

In choosing these various measures we must further consider the arts of obtaining data. The potential value to management in controlling. Time lapse period, the availability of the measure, or access to the element to be measured, and the statistical soundness of the measurements.

Forms of evaluation criteria that might be used are:

1. Personal observation: Has limitations; restricted visibility, tendency to evaluate methods more than results, tendency to overly rely on memory and technical ability.

2. Daily, weekly, monthly status reports.

3. Verbal status reports.

4. Milestone documents or charts.

5. Reports from interfacing departments.

6. Written assignment instructions: Returned with action items checked off or annotated.

7. Correspondence follow-up sheets: Copies placed in tickler file.

8. Tickler file: Notes, action items, reports filed by future dates for review and follow-up.

9. Desk calendar: Reminder notes.

10. Daily activity report card: "This is what I did today."

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11. Problem reports: Verbal or written.

12. Incident reports.

13. Delinquent reports.

14. Change implementation letters.

15. Permanent bar charts.

16. Log book.

17. Common schedule sheet.

18. Man/load reports.

Among the causes that require corrective action, the most commonly found are uncertainties, unexpected events, various failures and human error. Uncertainties represent events that may or may not happen and whose lack of precise definition of what will occur can cause a performance deviation: Not knowing what the future will bring, causing unwillingness to commit oneself. Possible change in leadership. Possible delay in receipt of materials, facilities, or personnel. Possible cancellations. Possible change in direction. Possibility that original forecasts were inaccurate.

Unexpected events such as epidemic, loss of key personnel, new design development, change in picture. Failures such as machine failures, test failures, nonreceipt of critical inputs, failure to get anticipated approvals. There is honest human error: miscalculation, lack of sufficient knowledge or skill, lack of proper instructions, too heavy a workload, outside distractions or interferences. And there is human error due to incompetence: Willful misdoing, gross negligence or in capability of performing satisfactorily. The latter being a rare cause and should only be assumed when there is strong evidence to support it.

Effective Evaluation

Effective evaluation of a program determines what aspects of a program are more (or less) effective than others and why, so that positive planned change can occur. Too often evaluation is simply a matter of measuring inputs to a program with no real concern for outcomes. Without effective evaluation, any activity we are involved in can move farther away from accomplishing its desired goals rather than moving closer as we would hope. Failure to implement the results of evaluation (or at least get as close as possible with the resources at our disposal) is a failure to cope with change.

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Elements of evaluation:

1. Spell out in writing the values underlying the program. Are we conscious as possible of all the major values and value assumptions relevant to the program? Do we know the constraints both on the ends (objectives) and on the means (ways of achieving objectives)?

2. Specify in writing the goals of the program. While the values tend to be highly abstract, goals are end states; specific aims of the program.

3. Operationally define the set of tasks and resources directed toward the accomplishment of goals and objective. A program involves the allocation of people, money, facilities, and other resources in a certain manner. The key questions of the process are whether this allocation of available resources of all kinds is actually furthering the intended goal, and whether this goal could be more efficiently attained by some other mixture or approach using available resources.

4. Take into account the natural problem of time pressure on the evaluation process, but also allow sufficient time for the program to show its true effects.

5. Include some measurement of the influence of the social and biophysical environment.

6. In practical terms, one must first ask how much money or other kinds of resources are available to aid in the evaluation of a given program and then design the best possible technical evaluation process that the resources will permit.

7. The technical evaluation process can be seen as varying along a continuum. At the low end of the scale would be the informal evaluation of an insider. The next step up the quality continuum is to have the evaluation of an informed unbiased outside observer. If the evaluation of several informed outsiders is taken, their biases tend to cancel each other out to a substantial degree so that their collective evaluation is very reliable on the whole. The highest quality technical evaluation process involves doing actual evaluation research based on an adequate research design, objective indicators, time series data, statistical analysis of results, etc.

8. Provide for practical feedback of the evaluation results to the decision makers. Evaluation research is actually a kind of policy research. The successful evaluator must get personally acquainted with and actively relate to the decision makers both before and after the technical part of the evaluation process.

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One must reach the right people with the ideas, implications and results of evaluation or it will amount to nothing. A written report should be simple and clear in describing the problem, what was done by way of evaluation; the results, and their implications and conclusions that follow. But the key is also to present all this verbally in a give and take situation with the decision makers.

9. Evaluation systems should be permanent features of every organization. The evaluator has to understand the organization's decision making system. To perform evaluations without being fully aware of how, when, why and by whom decisions relevant to a program are made usually means that the evaluation will have little effect on the program.

10. Consider the full range of alternatives especially other programs (possible or actual) aimed at the same related goals.

11. Basically, systematic evaluation determines the relative cost effectiveness of a given program. But we must also ask how much it costs in terms of all kinds of resources, ie, staff time, equipment, facilities, etc.

12. The total evaluation process can still be a failure if implementation does not occur. It is important to see the implementation phase as separate from the decision making and the feedback phases simply because there are many ways for appropriate follow through implementation to be blocked or side tracked in spite of all previous steps being properly completed.

13. Evaluation is a systematic mode of sensing and responding to change and impact over time. Provide for periodic repetition, the results of a program may be highly positive one year and very negative the next.

14. Provide for changing and/or improving the evaluation process itself over time. Like any other part of an organization the evaluation process we use can itself be evaluated and improved in its cost effectiveness and appropriateness. Even a small percentage improvement in efficiency or effectiveness can be very important in absolute terms for a large program. Small organizations should generally try to keep their evaluation systems correspondingly simple and inexpensive, while larger organizations have a leadership/management obligation to develop and implement correspondingly more complex and more expensive evaluation systems.

To do an adequate evaluation of programs and organizations, one must first understand the meaning of evaluation and the emotional associations people tend to have with this word or concept. One must realize the general implications of doing, or not doing,

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evaluations. The evaluation process is intimately related to a desire to deal with change and, in time, to improve effectiveness.

Performance Appraisal

Having examined the specifics of the approach to organizational change it becomes apparent the the evaluation of the people within the organization is probably one of the most important appraisals required of any organizations managers.

It is generally agreed that a performance appraisal rating system is a necessary managerial tool. This is true whether the process is considered from the standpoint of management or the employee.

Statistical records during an eleven month rating period report the following letter rating percentages for one organization:

O-Outstanding	8.6%
S-Strong	71.0%
P-Proficient	19.7%
M-Marginal	0.2%
U-Unsatisfactory	0.5%

This system is obviously a very blunted management tool.

Causes for deficiencies and difficulties in systems of rating are-variation in the use of scale from one component to another; leniency and over-rating, being a good fellow; "halo effect", carryover of one factor to affect all others; "cluster effect", bunching of ratings of all subordinates with little differentiation; lip service only, mechanical meeting of obligation; bias, favoritism, particularly toward those best known; undue weight on specific or recent incidents; confusion between performance and personality; lack of performance standards.

The ideal system has not yet been found, and many people dislike making and receiving appraisals; but no system at all would be worse. A supervisor has the obligation to give careful thought to the way his subordinates carry out their duties.

Conversely, it is most desirable that employees be able to measure themselves as they go forward through the year; since they spend more time with themselves than their supervisor does.

Therefore, fairness and full disclosure are the two keys to making a rating system work.If we must have a letter or number rating systems; then, the performance of every employee should be rated by his supervisor in one of only three categories. Any manager should be able to place each of his people easily into one of three categories, but it becomes much more difficult with five or six. The complication tends to defeat the effort to be fair.

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Generally speaking, ratings fall in the classification of unsatisfactory, satisfactory, and outstanding. It is anticipated that approximately 10% will be in each extreme. Any supervisor whose record shows that he or she has no "unsatisfactory employees" may have an explanation to give his or her boss. Similarly one who has no "outstanding employees" over a lengthly period of time also has an explanation to give.

A performance appraisal should be timely, and as meaningful as possible. An objective narrative appraisal of performance will be more useful than any combination of letter or number grades. It should be focused on actual job performance rather than personality.

The supervisor should participate with the subordinate in exploring all the factors related to performance recognizing that it is governed by the situation as well as by the person. The supervisor functions as a helper, coach, or friend, not as a judge. He stimulates thinking about ways to improve, rather than spelling out his own solutions. He assures that growth in performance can take place even without correction of personal faults. Problem solving is particularly appropriate with an ineffective employee who can reasonably be supposed to be capable of doing a job well. Practical plans and goals for improved performance and greater utilization of the individuals total abilities are developed jointly.

The supervisor and subordinate jointly discuss the subordinates' present level of performance, plot a future pathway toward eliminating barriers to development and toward achieving mutually agreed upon goals. Barriers may include aspects of the supervisor's behavior and other features of the work setting. The appraisal goes beyond assessing past performance, includes diagnosing, planning, and follow-up for change.

Performance improves most when specific measurable goals are mutually established and agreed upon by the subordinate and his supervisor. It is best that these goals be immediate and short term. Frequent reviews of progress, as the need occurs, are less threatening than the annual review.

The kind of performance appraisal reporting we describe here will most certainly achieve results satisfactory to management, the supervisor and the employee.

Behavior

The problems of organization essentially are the problems of individuals. If individuals can change, the course of the organization can change. A thing that makes people want to change is the sudden discovery that they can. The realization that causes for human behavior lies not only in the past but in man's ability to contemplate the future, or estimate probabilities.

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There are times when an individual may look over the various parts of his character with perplexity. He/she recognizes that he/she is made up of several persons and that the person that at the moment has the upper hand will inevitably give place to another. But which one is the real one? All of them or none?

One might make the following personal evaluation of his predominant and back-up style and the elements of his style.

Style

Rank the paragraphs below from most to least typical; 1 is most typical, 2 is next most, and so on to 5 which is least typical. When you have finished ranking, there should be only one of each number 1 to 5. There can be no ties.

A____ I accept decisions of others. I go along with opinions, attitudes, and ideas of others or avoid taking sides. When conflict arises, I try to remain neutral, I rarely get stirred up. My humor is seen by others as rather pointless. I put out enough effort to get by.

B____ I place high value on maintaining good relations. I prefer to accept opinions, attitudes, and ideas of others rather than to push my own. I try to avoid generating conflict, but when it does appear, I try to soothe feelings and to keep people together. Because of the disturbance tensions can produce, I react in a warm and friendly way. My humor aims at maintaining friendly relations, or when strains do arise, it shifts attention away from the serious side. I rarely lead but extend help.

C____ I search for workable, even though not perfect, decisions. When ideas, opinions, or attitudes different from my own appear, I initiate middle ground positions. When conflict arises, I try to be fair but firm and to get an equitable solution. Under tension, I feel unsure which way to turn or shift to avoid further pressure. My humor sells myself or a position. I seek to maintain a good steady pace.

D____ I place high value on making decisions that stick. I stand up for my ideas, opinions, and attitudes, even though it sometimes results in stepping on toes. When conflict arises, I try to cut it off or win my position. When things are not going right, I defend, resist, or come back with counterarguments. My humor is hard hitting. I drive myself and others

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E____ I place high value on getting sound creative decisions that result in understanding and agreement. I listen for and seek out ideas, opinions, and attitudes different from my own. I have clear convictions but respond to sound ideas by changing my mind. When conflict arises, I try to identify reasons for it and to resolve underlying causes. When aroused, I contain myself. Though my impatience is visible. My humor fits the situation and gives perspective; I retain a sense of humor even under pressure. I exert vigorous effort and others join in.

Elements of style

Consider all of the statements under Element 1 (i.e., A, B, C, D, E). Circle the one which best describes you. Follow the same procedure for Element 2, 3, 4, 5, and 6.

Element 1: Decisions

A. I accept decisions of others.
B. I place high value on maintaining good relations.
C. I search for workable, even though not perfect, decisions.
D. I place high value on making decisions that stick.
E. I place high value on getting sound creative decisions that result in understanding and agreement.

Element 2: Convictions

A. I go along with opinions, attitudes, and ideas of others or avoid taking sides.
B. I prefer to accept opinions, attitudes, and ideas of others rather than to push my own.
C. When ideas, opinions, or attitudes different from my own appear, I initiate middle ground positions.
D. I stand up for my ideas, opinions, and attitudes, even though it sometimes results in stepping on toes.
E. I listen for and seek out ideas, opinions, and attitudes different from my own. I have clear convictions but respond to sound ideas by changing my mind.

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Element 3: Conflict

A. When conflict arises, I try to remain neutral or stay out of it.
B. I try to avoid generating conflict, but when it does appear, I try to soothe feelings to keep people together.
C. When conflict arises, I try to be fair but firm and to get an equitable solution.
D. When conflict arises, I try to cut it off or to win my position.
E. When conflict arises, I try to identify reasons for it and to resolve underlying causes.

Element 4: Emotions (Temper)

A. By remaining neutral, I rarely get stirred up.
B. Because of the disturbance tensions can produce, I react in a warm and friendly way.
C. Under tension, I feel unsure which way to turn or shift to avoid further pressure.
D. When things are not going right, I defend, resist, or come back with counterarguments.
E. When aroused, I contain myself, though my impatience is visible.

Element 5: Humor

A. My humor is seen by others as rather pointless.
B. My humor arises at maintaining friendly relations, or when strains do arise, it shifts attention away from the serious side.
C. My humor sells myself or a position.
D. My humor is hard hitting.
E. My humor fits the situation and gives perspective; I retain a sense of humor even under pressure.

Element 6: Effort

A. I put out enough effort to get by.
B. I rarely lead but extend help.
C. I seek to maintain a good steady pace.
D. I drive myself and others.
E. I exert vigorous effort and others join in.

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Obviously, style paragraph E and the E element statements are probably the most desirable behavior goals. The individual wishing an evaluation that is possibly more complete might ask knowledgeable co-worker's to give him/her, in what is their opinion, an evaluation of his styles.

Attitude

Not one person in a hundred has any idea of his own power and capabilities. It is a matter of attitude. One man sees himself as a failure - the other sees himself as a success.

An individual must make a pledge to himself. Enter into an agreement with himself. We fail to get what we want because we do not lay out a plan to get what we want. A person must think through his problem, not fear it or worry about it.

After all, what is worry? Worry is: Holding a mental picture of things you do not want - instead of the things you do want. There are two kinds of worry; (1), Worrying about something, that is inevitable - you cannot change it. (So why worry about it?) (2), Worrying about the things you can change. Since you can alter these things, do so instead of worrying.

You will never accomplish any more than you think you can. Know yourself - Master yourself. Stop accepting yourself as you are and know that you can change:

Have an objective - and be specific. Know exactly what it is you want.

List all the resistances standing between you and the attainment of your objectives.

Make a Plan of Action which will enable you to hurdle all resistance and attain your objective.

Apply this to past success and failure and learn why you succeeded or why you failed.

Become personality conscious.

Think of yourself as being young both in mind and body. Live in the future. Keep your mind on coming events and your participation in future activities, not on the imagery 'good old days'. Train yourself to think in terms of beauty. Make a friend of your mirror. Develop your powers of observation. We all see, but not everyone observes.

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In conversation try not to cover more than three subjects in one session. Your listeners will remember these few points but might become confused if they try to remember more.

Gain a consciousness of good conversational practices:

1. Add to your storehouse of knowledge.

2. Ask questions.

3. Be a good listener.

4. Add variety to a conversation.

5. Do not "hog" the conversation.

6. Practice voice expression.

7. Give warmth to your voice.

An individual sells himself before he sells his service. Self-confidence, enthusiasm and happiness are three essential qualities that make a good profession. If one cannot find happiness in his present job, it is unlikely that he will find it in any other.

Know just what you feel you can do to be of the greatest assistance. Find a need, and then fill it. The more ideas conceived, the greater will be the opportunity of creating new and better ideas. After you conceive an idea of merit, consider the steps which will lead you to a successful implementation of that idea. Develop enthusiasm to the point where the diligent work necessary for building your organization will be fun.

Enthusiasm

More than any other characteristic or trait of human personality, enthusiasm has been the companion of success in every achievement, every worth-while venture, every upward step in the progress of mankind since the world began.

To be effective, your enthusiasm must fit your personality. Effective enthusiasm must be based on an honest opinion.

Interest is an idea, about which you have knowledge and belief, it is what generates the power of enthusiasm.

Enthusiasm is the human energy that removes any interference between you and success. It can be developed by the correct combination of curiosity, interest, knowledge, and belief.

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In a vast majority of cases, the "change" that is needed is one of attitude, not circumstance. Interest can be inspired, nurtured, cultivated and developed. Interests are a social development of man, a by-product of environment and experience. And, like habits, they can be changed.

Interest is nothing more than unsatisfied curiosity.

Define your purpose and you create motivation.

Search for unsatisfied curiosity and you discover interest.

Although few of us are really thorough in our quest for knowledge, the pursuit of it never has been and never will be an insurmountable obstacle; no matter how much or how little formal education you have, you can acquire knowledge about anything, if your interest is great enough.

Knowledge is a vital ingredient of enthusiasm because it determines direction. Knowledge is your only protection against the assaults of doubts, fears, worries, and indecisions. Without knowledge, there is no real belief.

We must combine a kindled interest and acquired knowledge with the emotional impact of sincere, unequivocal and acquired belief.

To sustain enthusiasm momentum we must deliberately rebuild daily, and that rebuilding comes about through a constant review of the purpose we hope to achieve.

Enthusiasm is a knowledge indicator.
Enthusiasm produces energy.
Enthusiasm is contagious.
Enthusiasm is power.

Motivation

Motivation is the invisible ingredient that propels man to action. A well-motivated person is one who has drive, energy, direction, and purpose.

We have been attempting to motivate people and ourselves by blindly following one basic assumption that is not true. And that is, we think we must motivate by appealing to wants--wants for money, wants for vacations, wants for shorter hours, wants for recognition, wants for retirement, and a host of other material benefits.

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Motivation is a great power. It is not "wanting" it is believing. Belief in the work that you are doing.

Belief begins with knowledge. The more knowledge you have about something, the more interest you have, and you must have an interest before you can have belief.

Belief is knowledge; you must continue to learn, to gain knowledge about your job, your organization, your product or service, in order to maintain and accelerate interest which leads to deep motivating belief.

Belief is conviction.

Belief is the realization and conviction that you are using your life for a worthwhile purpose, that your efforts are productive and useful.

The activity in which you believe must be based on honesty, trust, truth, principles that are morally and ethically acceptable. It is impossible to believe in any principle, subject, or activity that your conscience will not accept.

You must have an honest relationship with your organization and job in order to believe in it. You must have faith that your organization's service will fulfill it's claims and purposes, and you must have confidence that yours is a needed job in a needed place.

Belief is an ability. You were not born with your beliefs; you learned them. They became habits of thinking. It is not so much what you believe in that matters as the way in which you believe it and translate that belief into action.

Is your belief based on benefits? In order to maintain a superficial belief, you must continue benefiting.

You must have a larger ambition. Be a real service to people. Are you working for belief or benefits?

How does your belief react to criticism? Deep emotional belief is going to have to stand this test to survive and grow and stimulate.

It is the constant criticism and negative thinking among other people that is so discouraging.

Doing a job because you are motivated by the job. You are going to be called an organization man, an eager beaver; you are going to be criticized because you are more concerned with doing a good job than getting a paid-up insurance policy.

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You become motivated by a belief in your work; your job becomes a hobby, a source of pleasure, a challenge to see how much you can accomplish for the sheer enjoyment of satisfying your belief, but you'll create resentment and envy and criticism - and when you become successful, receive promotions, recognition, radiate satisfaction and achievement, the very same people will say that you are lucky - you were in the right place at the right time, that you get all the breaks.

What effect does your belief have on your talents and abilities? You can be as great as you want to be in your chosen career, if you believe. Mediocrity is self-inflicted, and a genius is self-bestowed.

Does your belief activate? People with belief do not have to worry about energy and drive. They are driven. Their energy is supplied by this deep, motivating well of belief. Belief is the root and fiber of day-to-day enthusiasm.

These then are the four tests of your belief: Is your belief based on benefits? How does your belief hold up under criticism? What effect does your belief have on your talents and abilities? And, finally, does your belief activate and motivate?

Developing belief motivation

a. You must make a decision to believe.

b. Decide that people will not stop you from believing.

c. Reject all negative thoughts.

d. Start achieving - accomplishing.

1. Write down 10 ways that you can do your job better--be of more service to people.
2. Now divide these into specific projects that are easily attainable.
3. Set up a weekly goal of one project each week.

e. Improve yourself.

1. Improve your knowledge by reading, training, asking questions, taking evening courses, home study courses.
2. Good intentions DO NOT COUNT.
3. Begin it.

f. Act the part.
1. Act the way you'd like to be and soon you'll be the way you act.

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g. Practice.
1. Belief is a habit of thinking. The way to develop a habit is to practice day after day. Soon the habit will take over.

Public Interaction

People do not think one-half enough of themselves. They don't have enough faith, enough confidence, or enough respect for themselves. The mind acts according to it's own conception of itself.

All the technical knowledge we can cram into our minds, while indeed important, still does not exceed in value to us any more than one-fourth of our qualifications. The other three-fourths, making us full fledged, is our ability to handle people (meaning--get others to do what you want them to do without confusing or irritating them).

The minds of people today are set into action almost entirely by the way they feel, not by logic or reason.

The other person is always looking for himself and his point of view in some of the words he hears you say.

If you wait until the exploding tirade of high-pitched emotions is finished, and there's nothing more to be said, there comes a few seconds of complete silence. If you don't break that silence and let the other fellow do it, you will find he will feel remorseful and try to make apologies. Many times, when people make a big mess of things, if we can keep still long enough they usually wipe it up themselves.

The removal of human friction is 90 per cent of the problem of handling people. What people will do---and will not do. They will do readily, easily, and promptly things that are repeatedly suggested to them. They will not look beyond their own self-interest. New ideas have hard sledding because people will not accept changes willingly. People must be convinced as if you convinced them not; and ideas unknown to them proposed as ideas forgot.

How to handle an argument. Let the other fellow do most of the talking. Let him have his say first. Your real object is not to defeat, but to persuade. Asking questions in the first part of an argument forces your opponent to disclose his main defense. A good listener wins arguments.

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First, you made somebody like you by listening intently to him. Second, while he was talking, you were able to select just the right words to use back, all predicted upon what you heard him say, thereby avoiding sticking your neck out and jumping at conclusions. Third, you prepared for yourself an unprejudiced, receptive, kindly and open-minded audience. This is one of the most important requisites for the successful handling of people.

We hold the attention of others by blending our discussion with the things, places, ideas, and so forth, with which they have had experience. Discuss the things upon which you and the other fellow are in agreement. Avoid to the very last discussing things upon which you do not agree.

Take the sting out of criticism by including a sincere compliment. Criticism should always be accompanied by some praise. People appreciate compliments most about the things in which they aspire to excel but are a little in doubt.

In your efforts to influence and convince people, there may be several points you wish to get over to them. Each feature point should be followed immediately with a forceful explanation of just how that feature would benefit them from the standpoint of convenience, safety, speed, service, and what have you.

Watch the other fellow and try to discover what he is thinking, taking into consideration his appearance, actions, looks and, by all means, his words. Try to judge his speed of receptivity. If we fail to get in step with the listeners' mind, it is quite likely we will confuse and sometimes even irritate him. Such negligence on our part often leaves an opening for others to jump to conclusions as to the real purpose and meaning of our presentation.

Principles of Personal Growth

The main stimulus of this paper is that the ultimate value of research, whatever its form, lies in the production of information that enables people to change. When people change and grow, organizations and nations change and grow.

The principles of this personal growth are:

Desire: You probably would not have the desire unless you were capable of its achievement.

1. Fix in your mind exactly what you desire.
2. Determine exactly what you intend to give in return.
3. Establish a definite date when you intend to possess it.

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4. Create a definite plan for carrying out your desire and begin at once.
5. Write out a clear, concise statement.

Faith: Faith is the state of mind which may be induced or created by affirmation or repeated conscious instructions to the mind.

1. Know that you have the ability to achieve the objective of your definite purpose in life; demand of yourself persistant, continuous action toward its attainment.
2. Fully realize that no success can long endure, unless built upon truth and justice; therefore, engage only in transactions which will benefit all who will be effected. Eliminate hatred, envy, jealousy, selfishness and cynicism because a negative attitude toward others can never bring success. Cause others to believe in you because you believe in them and yourself.

Specialized Knowledge: Knowledge is power only to the extend that it is organized into a definite plan of action and directed to a definite end. Take the courses that are offered on your subject and associate with the people who know your profession well.

Imagination: Whatever the mind of man can conceive and believe---it can achieve. Self-motivation is the key. Think constantly of ways in which it could be done better, more efficiently. Think of the changes that are inevitable. Can they be made now?

Organized Planning: You must have a clear plan.

1. Ally yourself with one or more persons, a group of as many people as you may need for the creation and carrying out of your plans.
2. Decide what advantages and benefits you may offer the individual members of your group in return for their cooperation. No one can work hard from a mere sense of duty. People need little successes from time to time to keep a source of energy.
3. Arrange to meet with the members at least twice a week and more often if possible until you have jointly perfected the necessary plan or plans for the accomplishment of your goal.
4. Maintain harmony between yourself and every member.
5. You must have plans which are faultless. You must have the advantage of experience, education, native ability, and imagination of other minds.

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6. Acquire these leadership qualities.

a. Courage
b. Self-control
c. Sense of justice
d. Definiteness of decision
e. Definiteness of plans
f. The habit of doing more than paid for
g. Personality
h. Understanding
i. Mastery of detail
j. Willingness to assume full responsibility
k. Cooperation

Decision: People who have experienced failure disclosed the fact that lack of decision was near the head of the list of the 30 major causes of failure. Acquire the habit of reaching sound decisions promptly and changing these decisions slowly if and when they are changed. Opinions are the cheapest commodities on earth. Close friends and relatives, while not meaning to do so, often handicap one through opinions and sometimes through ridicule.

Persistence:
1. Definiteness of purpose. Knowing what you want.
2. Desire
3. Self-reliance
4. Definiteness of plans
5. Accurate knowledge. Knowing your plan is sound.
6. Cooperation, sympathy, understanding, and harmony with others tends to develop persistence.
7. Willpower
8. Habit---Persistence is the direct result of habit.

Enthusiasm: Stimulate your thinking. The individual who succeeds above his fellows is the one who, early in life, clearly discerns his object and toward that object habitually directs his powers. Even genius itself is but fine observation strengthened by fixity of purpose. People who observe vigilantly and resolve steadfastly grow unconsciously into genius.

Crisis Anticipation: Make provision for a full range of feasible options. Quest for accurate, complete and relevant information. Provide a means by which action implementation can be reviewed.

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Quality of Life

We have been discussing the search for excellence; evaluation; future trends; organizations, programs, the personnel within them; and finally, ourselves. Whatever our purposes or goals are, each person is endeavoring to accomplish one goal: Quality of Life.

We are all influenced by our private experiences, our environment, our interpretation of trends. We seek answers: Is it true? Does it apply? Is it appropriate? Where did I get that idea? What is the evidence?

We apply this data to the formal, informal and technical aspects of our personal, familial, occupational, social and spiritual lives. We choose our hopes, wants, benefits. And if we make all this congruent, we attain peace, health and prosperity - quality of life, excellence.

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Information Sources

Center for a Voluntary Society

Improving Participation in Voluntary Action
Future Trends in Voluntary Action
International Associations
Evaluating Voluntary Action

Office of Training

Fundamentals of Supervisions and Management
Managerial Grid

Up the Organization

by Robert Townsend

I'm OK-You're OK

by Thomas A. Harris, M.D.

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Success Motivation Institute, Inc.

I Can

by Ben Sweetland, M.D.

How to Develop the Power of Enthusiasm

by Paul J. Meyer

The Key to Motivation

by Bob Conklin

How to Use Tact and Skill in Handling People

by Paul P. Parker

Think and Grow Rich

by Napoleon Hill

American Management Association

Introduction to Computers for Management

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